



U.S. Department of Veterans Affairs

Veterans Health Administration
Bedford Healthcare System

Clinical Psychology Advanced Practicum Program

VA Bedford Healthcare System

Psychology Training Program (116B)
200 Springs Road
Bedford, Massachusetts, 01730
(781) 687-2000, ext. 2378
<http://www.bedford.va.gov>

Applications due: January 9th

Application & Selection Procedures

Clinical Psychology Advanced Practicum Training Program includes four tracks of training:

- Psychotherapy/Mental Health Clinic (MHC) – 3-4 positions
- Geropsychology – 1-2 positions (open only to 3rd and 4th year graduate program students)
- Psychosocial Rehabilitation – 1-2 positions
- Women's Mental Health & Family Services- 2 positions
- Psychotherapy/Vet Center, Lowell, Massachusetts – 1-2 positions

(For students interested in neuropsychology practicum training, please refer to the Clinical Neuropsychology Practicum Training Program brochure at the Psychology Training Program main webpage)

Interested students should specify which track of practicum training they are interested in their cover letter. Students interested in more than one track may submit separate applications to each of their tracks of interest (that is, all materials as specified below should be duplicated with a unique cover letter for each interested track, sent in separate emails to the respective track's preceptor, as listed below).

To apply, please send, in one email:

- CV
 - letter of interest
 - PDFs of graduate and undergraduate degree transcripts (photocopies are fine)
 - three reference letters, either as PDFs included with the application email or emailed separately by the reference letter writer (either as a Word document or PDF)
- It is preferred that reference letters are included with the application, however, if need be, these can be emailed separately, but must arrive by the due date*

Application due date: January 9th

Selected applicants will be invited for remote interviews in January. Please note that this site will follow the guidelines of the Massachusetts Practicum Training Collaborative with a notification date of February 13th, 2023.

Email addresses for each of the five tracks:

Psychotherapy/MHC

Dr. Melanie Manning at melanie.manning@va.gov

Dr. Roni Tevet at roni.tevetmarkelevich@va.gov

Geropsychology

Dr. Lisa Bloom-Charette at Lisa.Bloom-Charette@va.gov

Psychosocial Rehabilitation

Dr. Lisa Mueller at Lisa.Mueller@va.gov

Women's Mental Health & Family Services

Dr. Chivi Kapungu at Chivi.Kapungu@va.gov

Psychotherapy/Lowell Vet Center

Dr. Elisabeth Parrott at Elisabeth.Parrott@va.gov

For general application questions:

Dr. Richard Amodio, Director of Psychology Training
(781) 687-3056 richard.amodio@va.gov

Psychology Setting

The Psychology Training Program at the Edith Nourse Rogers Memorial (ENRM) VAMC is a component of the Psychology Service, which employs 44 psychologists along with a large number of associated staff. The Training Program offers three tracks of training in clinical psychology: postdoctoral training involving a full-time yearlong APA-accredited Clinical Psychology residency and a two-year APA-accredited Clinical Neuropsychology residency; a full-time yearlong APA-accredited doctoral internship; and a part-time 24-hour/week practicum for ten months. The training program has eleven postdoctoral residents, eleven doctoral interns, and fourteen practicum students for the 2022-2023 training year. Students from nursing, social work, psychiatry, neurology, and other disciplines also train at the medical center each year.



Psychologists are involved in a range of leadership positions around the hospital, many of whom are program directors within their respective areas. Staff areas of expertise are broad, with a particular emphasis on psychosocial rehabilitation, integrative psychotherapy, evidence-based practices, and

posttraumatic stress disorder (PTSD). Regarding the practice of psychosocial rehabilitation, a number of Psychology Service-run programs have received national awards for innovation. In addition, many staff are involved with research activities. A number of psychology service staff members are involved in research through the Psychology Service Mental Illness Research, Education, and Clinical Center (MIRECC). Psychology Service and the training program are academically affiliated with the Boston University School of Medicine, where a number of ENRM psychologists hold faculty appointments. Staff psychologists are also active in a range of outside teaching and research at surrounding universities.

The Psychology Service is fully committed to creating, maintaining, and advancing an environment of multicultural understanding and sensitivity. In 2005, the hospital was awarded first place in the Under Secretary for Health Diversity Awards Program. Psychology Service led this multi-focused effort to enhance hospital-wide competence regarding diversity. Psychology Service devotes considerable training for both staff and students to deepen our collective understanding of the objectives, issues, and challenges inherent in pursuing a culture and an environment of mutual understanding and respect. The training program presents many seminars and dialogues for psychology students over the training year to best address these issues. During the first two weeks of the training year, all psychology students participate in four 3.5-hour workshops on diversity, incorporating discussions on contemporary research and theory as well as experiential activities. This initial immersion in multicultural training and dialogue with one's peers establishes the foundation of multicultural competence as a key component and expectation of the training program. Following these initial workshops, a range of training psychologists participate in presenting a twice monthly seminar on diversity. In addition, various special topic-focused trainings and conversations are presented by multiple staff, particularly addressing issues of gender, power, and privilege. Content addressed in these larger venues are then able to be further processed within the context of individual supervision. Overall, the program continually strives to provide a personally inviting and professionally relevant environment whereby a range of important, challenging, and poignant issues can be openly explored and addressed, with the aim of increasing our collective awareness, understanding and informed actions.

Training Model and Program Philosophy

Within each track of the training program, psychological scientific data, empirically derived clinical findings, and the theoretical underpinnings of human functioning are each integrated within all aspects of training. Throughout the training, students are encouraged to apply empirical findings and clinical theory to their work and to critically evaluate the various clinical methodologies to which they are exposed. Similarly, students are encouraged to actively participate in research and to use such findings to inform their clinical activities.

Additionally, the program values the development of critical thinking and the ability to understand diverse theoretical perspectives, flexibility and independence regarding professional behaviors, and clinical sensitivity and empathy in all aspects of interpersonal interaction. The training program seeks to facilitate professional development in accord with these values and it recognizes that a training philosophy incorporating psychological science, applied research, and clinical theory forms the foundation for such development.

Program Goals & Objectives

The goals of the practicum training program are to develop entry level competencies relevant to the practice area of the practicum student's track of training.

- Psychotherapy/MHC: students are expected to develop competencies related to psychological evaluation, treatment planning and clinical conceptualization, and individual psychotherapy and group psychotherapy.
- Geropsychology: students are expected to develop competencies using the Pike's Peak model related to the evaluation, treatment, and clinical conceptualization of elderly veterans, including issues related to end-of-life, the interplay between medical and mental health status, and legal/ethical issues.
- Psychosocial Rehabilitation: students are expected to develop competencies related to individual and group psychotherapy targeted at rehabilitation and community integration, the provision of direct rehabilitation services (e.g., supported education and supported employment), and overcoming the psychological and system barriers that individuals encounter during change.
- Psychotherapy/Lowell Vet Center: students are expected to develop competencies related to psychological evaluation, treatment planning, and clinical conceptualization specific to group and individual *readjustment counseling*, which is therapy focused on issues related to the transition from combat deployment to civilian life, military sexual trauma, bereavement counseling, and outreach in a community-based setting.
- Women's Mental Health & Family Services: students are expected to develop competencies related to assessment, treatment, clinical conceptualization, and advocacy while applying evidence based best practices when servicing the mental health needs across the lifespan for veterans who identify as female across various social identities and families of diverse configurations.

Specific learning objectives for each student typically are further articulated via learning contracts the students develop in collaboration with their graduate program and advisor.

Training during a Pandemic

Our expectation for the 2023-2024 training year is that clinical training will largely take place on-site. However, even with our staff and students largely on-site, we expect a significant proportion of our clinical work will involve remote venues. That is, given the tremendous expansion of telehealth services for our Veteran population over the last several years, a number of Veterans will continue to choose remote services, particularly remote mental health treatment, now that this has become a familiar option for much of our population.

The Psychology Service and the training program have the experience and the resources to quickly adapt to any change in circumstances. Consequently, should COVID parameters change (due to elusive variants, rising infecting rate, etc.), the program would be able to effectively pivot to a remote training and clinical structure. Responding to the pandemic has necessitated the development and actualization of a viable remote training context, which the program can now draw upon, to whatever degree might be necessary, over the course of the upcoming training year.

Program Structure

All practicum training is for ten months, beginning the Thursday before Labor Day through Friday of the last week in June. All students engage a twenty-four hour/week schedule (typically, an 8:00am-4:30pm schedule on the days the student trains with us), although each student's schedule can be tailored to

individual needs. All practicum students, regardless of track, are expected to engage a full day of training on Thursdays, which is a day when all didactic and group training activities occur. Each practicum track may have track-specific scheduling needs, but generally we seek to be as flexible as we can to accommodate students' schedules.

Each year, the training program provides a three-week orientation. The orientation is designed for all students to participate (including postdoctoral residents and interns as well as practicum students) and thereby affords an opportunity for all students to get to know each other. During the orientation, students participate in a range of initial seminars and dialogues relevant to VA training and practice. As noted earlier, all psychology students participate in five 3.5-hour workshops on diversity, incorporating discussions on contemporary research and theory as well as experiential activities. Following this intensive training, practicum students along with interns attend a biweekly didactic diversity seminar, presented by various staff psychologists with particular expertise in multicultural issues pertinent to various areas of clinical practice (e.g., racial identity models and their application to psychotherapy; LGBT-affirmative psychotherapy; cultural self-assessment).

During orientation, students also attend a wide range of trainings (e.g., risk assessment and suicide intervention, evidence-based psychotherapy, psychosocial rehabilitation and recovery, anger management, moral injury, and trauma, telemental health practice, and other topics). Students also receive training in the sophisticated Computerized Patient Record System (CPRS). Psychotherapy students training within the MHC also participate in meetings dedicated to learning about MHC services and procedures. Part-time students often cannot attend all the orientation activities, and it is completely acceptable to only engage those orientation activities that fit into one's graduate program schedule. Students are also given the flexibility to maintain schedule for the orientation period that best allows them to attend the maximum amount of orientation activities. Following the orientation period, students will then engage their chosen weekly schedule.

Following the orientation, weekly seminars are presented on Thursdays, covering a range of topics relevant to clinical practice and working with Veterans. Special intensive clinical trainings in evidence-based psychotherapies (EBPs) occur each year in the fall. Specifically, there are two- to three-day intensive trainings in CBT-I for insomnia, ACT for depression, Cognitive Processing Therapy for PTSD, Integrated Behavioral Couples Therapy, CBT for substance use, DBT, and CBT for psychosis. Following these intensive trainings, there are weekly consultation groups facilitated by staff with expertise in these EBPs for all students who have taken the training. Students typically train in one of these modalities over the course of the training year. At the start of the year, practicum students rank order their preferences for EBP training, and are subsequently assigned their highest possible choice.

In addition to EBP training and ongoing weekly group supervision, optional weekly training is presented on mindfulness. This training incorporates experiential learning and practice, along with theoretical presentations and discussions on clinical application. All practicum students are welcome to participate in mindfulness training, in addition to their specific EBP training.

Hospital-wide psychiatry grand rounds, typically on a bi-weekly basis, as well as weekly geriatrics and extended care grand rounds, occur over the course of the year. Grand round presentations feature a range of well-known professionals from the greater Boston area.

The Director of Training also meets with the practicum students as a group monthly to address a range of relevant administrative, clinical, and professional development issues.

Students in all five training tracks receive at least two hours of individual supervision with core Psychology Service licensed psychologists. Students also receive supervision from a psychology postdoctoral resident. For example, within the MHC, the practicum student will typically receive individual supervision from each of two or three licensed staff psychologists (one of these psychologists will be designated as the student's primary supervisor), along with one hour per week of supervision with a postdoctoral resident for a total of three hours per week of individual supervision. The MHC practicum

student also participates with other MHC practicum students in a weekly hour-long group supervision facilitated by two postdoctoral residents in the MHC.

Although students receive ongoing feedback on their work via their supervisory relationships, each student's graduate program typically requires their own written evaluation forms be completed periodically throughout the year.

Training Experiences

PSYCHOTHERAPY/MENTAL HEALTH CLINIC (MHC)

The interdisciplinary MHC is composed of five interprofessional teams, and each student will be assigned to one of these teams. Psychologists are represented on each team, along with social workers, nursing, and psychiatry. Two lead psychologists in the MHC, along with two postdoctoral residents training within the MHC, collaborate to oversee and coordinate the training experience for all the students who train within the MHC.

The MHC operates from an integrative, goal-focused and time-limited psychotherapeutic orientation. In addition, a focus on strengths and recovery from a psychosocial rehabilitation perspective is embodied in the overall approach of the clinic. Within this larger integrative orientation, an appreciation of and training in specific evidence-based psychotherapies (EBPs) is a key component of training and practice within the program.

In collaboration with one's supervisors, practicum students are encouraged to conceptualize clinical cases broadly and from more than one perspective, and they are similarly encouraged to implement interventions thoughtfully from relevant therapeutic schools to best meet the presented clinical needs of a Veteran. Supervisors represent a range of theoretical and clinical expertise, including cognitive-behavioral, cognitive processing, psychodynamic, humanistic, existential, and transpersonal/integral orientations. Supervisors have also been trained in one or more EBPs, affording the student an opportunity to learn about and apply these modalities to their work. These EBPs include Cognitive Processing Therapy [CPT] for PTSD, CBT for Insomnia [CBT-I], CBT for Substance Use Disorders [CBT-SUD], ACT for Depression [ACT-D], and Integrative Behavioral Couple Therapy [IBCT]). Lastly, a number of staff members have particular expertise in the treatment of PTSD, providing additional opportunities to learn about trauma-related theory and practice.

In addition to individual psychotherapy, group psychotherapy is an important part of the provision of psychological services. Therapy groups typically involve short-term skill-development groups and some longer-term interpersonal process groups. Skill-building groups involve a broad range of content areas as well as various PTSD-focused groups. In addition, a range of other specialty groups, tailored to a particular issue or disorder, are also offered within the clinic. Students are given the opportunity to join existing groups or even start a new psychotherapy group based on their clinical interests.

Many psychology students (i.e., practicum students, interns, and postdoctoral residents) train within the MHC, which adds to a rich interactive environment for stimulating student learning and professional growth.

An example of a training structure in the MHC on a weekly basis:

- Approximately eight hours of individual psychotherapy
- One group psychotherapy session per week
- 3.0 hours of individual supervision (2.0 with staff; 1.0 with a postdoctoral resident)
- One hour of group supervision (with both MHC postdoctoral residents)
- One interprofessional team meeting per week
- Biweekly MHC administration meeting
- Required weekly seminars
- Weekly EBP group supervision
- Optional seminars (mindfulness training, grand rounds, and other special trainings)

The above training structure is a guideline, which can be tailored to meet individual interests and training needs. For example, if a student has an opportunity and interest to engage more group psychotherapy, then the expectation for individual hours can be reduced to accommodate the increased group therapy focus. All students are encouraged to freely speak to the Director of Training about any issues, questions or concerns that arise over the course of the year.

GEROPSYCHOLOGY

The Geropsychology program at the Edith Nourse Rogers Memorial Veterans Hospital utilizes a comprehensive approach to train practicum level students in psychotherapy, consultation, and diagnostic and psychological assessment with a diagnostically and demographically diverse population of older adult Veterans. The Geropsychology practicum student will collaborate with interdisciplinary teams of medical, social work, and rehabilitation staff and bring psychological perspectives to the unique presenting problems of older adult Veterans. This interdisciplinary collaboration also provides an opportunity for the student to increase her or his breadth of knowledge about the physical and mental health care needs of older adults in a variety of medical settings. Our Geropsychology department is comprised of psychologists with a wide variety of skills and training in providing inpatient, outpatient, hospice, palliative, and home-based care treatment services. Students in the training program will receive direct supervision and consultation with Geropsychology staff.

Practicum level training in Geropsychology is open to all applicants. However, the program prefers individuals who may have some prior exposure or training in geropsychology. One to two positions are available each year.

The Geropsychology practicum focuses primarily on long-term care in the Community Living Center (CLC), hospice and palliative care, and outpatient geropsychology. The student will work in the CLC or Hospice/Palliative Care switching to the other inpatient rotation halfway through the year. While working in outpatient geropsychology clinic the entire time. In all activities, students work within an interdisciplinary team to help residents achieve their healthcare goals.

Target Clinical Experiences

7 hours of individual and group psychotherapy on the CLC rotation or Hospice and Palliative Care.
2 hours of individual psychotherapy in the Geropsychology Outpatient Clinic
1 hour of inpatient or outpatient group therapy.

Additional activities:

1 hour providing consultation to staff
1 hour family work
1 hour additional group therapy possible
2 hours of supervision
1-2 hours team meeting
Geriatric grand rounds
Didactic seminar series and optional trainings
Geropsychology group supervision
1 hour of individual supervision by the Geropsychology post-doctoral fellow
Limited assessments in general cognition, safety, and personality

The student is required to be on site for the full day on Tuesday and Thursday and may choose for their third day to be Monday, Wednesday, or Friday.

PSYCHOSOCIAL REHABILITATION (PSR)

COMPENSATED WORK THERAPY (CWT) PROGRAM & PROGRAM FOR OUTPATIENT WELLNESS, ENGAGEMENT, AND RECOVERY (POWER)

The overall goals of the PSR practicum are to provide training and clinical experiences for students to learn the principles and values of PSR and recovery and incorporate them into their psychotherapy and rehabilitation practice with Veterans. Students are trained in developing relationships with clients that are non-hierarchical and built up on something other than “doctor-patient”, in addition to developing case conceptualizations and treatment plans that are focused on pursuing functional goals within the Veterans community of choice (e.g., education, employment, relationships, etc.), rather than focusing on symptom reduction, alone. Students are encouraged to implement creative and flexible psychosocial interventions to assist Veterans in reaching their goals. Ways of assessing progress and discharge planning from a recovery-oriented perspective are also emphasized.

Target experiences: There are two main components to the training experience: 1) CWT and 2) POWER.

Target Experience 1: The Compensated Work Therapy (CWT) program is directed by a staff psychologist. The program is administratively supervised by the Mental Health Service Line Manager and Local Recovery Coordinator. The CWT program provide services to over 475 Veterans per year including Transitional Employment, Supported Employment, Supported Self-Employment, and Supported Education. Each of these programs focus on a core aspect of a Veteran’s identity (worker, student, volunteer, business owner) and the clinical work addresses the Veteran’s goals in these areas.

Additional time in CWT will be provided to a VA-funded research study “Improving Vocational Outcome of Veterans with Psychiatric Disorders: Career Counseling & Development.” Practicum students will be trained in a novel career development intervention and will implement this new intervention to Veterans in the Transitional Employment program. This is a great opportunity to be involved in cutting-edge research and learn a new, empirically informed intervention.

Target Experience 2: The Program for Outpatient Wellness, Engagement, and Recovery (POWER) clinic offers outpatient services for Veterans living with serious mental illness (SMI), specifically: psychotic spectrum disorders, bipolar disorder, and treatment resistant depression and PTSD. The clinic is run by two licensed psychologists and three social workers, as well as four PSR postdoctoral (psychology) and post-Masters (social work) fellows. We serve as providers, consultants, and liaisons, with expertise in psychosocial rehabilitation services for Veterans living with SMI. Our multidisciplinary team is committed to providing recovery-oriented care to Veterans and disseminating information to providers. Practicum students will provide direct recovery-focused psychotherapy services to veterans on an individual basis. Group opportunities available to those interested in groups.

An example of a training structure in PSR (CWT & POWER) on a weekly basis:

- Six hours of individual psychosocial rehabilitation services (through CWT and/or POWER) which include:
 - Providing psychotherapy to support the Veteran in his/her goals, including but not limited to: motivational interviewing (MI), social skills training (SST), cognitive behavioral therapy (CBT) for depression, substance use, and psychosis, solution focused therapy (SFT), and acceptance and commitment therapy (ACT)
 - Engaging Veterans’ social support systems including family and friends in supporting Veterans’ recovery goals
 - Collaborating with Veterans’ other providers including psychiatrists, psychologists, and social workers

- Actively connecting Veterans with employment or education sites of interest by assessing community sites for goodness of fit with Veterans' strengths, preferences, and goals
- Facilitating the process of seeking employment or enrolling in school as well as maintenance of employment or enrollment

Target Experiences:

- Four hours of individual career development services to Veterans participating in a research study to improve veterans vocational outcomes
- Providing assertive outreach and engagement for Veterans who withdraw from services to assess ongoing needs
- One psychosocial rehabilitation group per week
- Two hours of individual supervision
- One hour of group supervision
- Approximately two initial evaluations in CWT per month
- Weekly CWT meetings (1-2 hours/week)
- Bi-monthly POWER meetings
- Required seminars and trainings
- Optional seminars (mindfulness/positive psychology, group supervision on group psychotherapy, grand rounds, special trainings)

Women's Health and Family Services

The Women's Health and Family Services program at the Edith Nourse Rogers Memorial Veterans Hospital is founded upon ecological and social justice/advocacy models of care in provision of mental health care for female identified veterans and all families across the lifespan. The Women's Health/Family Services practicum student will collaborate with interdisciplinary teams of medical, social work, peers and psychology staff and students across the Mental Health Clinic. Practicum students will also concurrently practice in two 4-month rotations which include Primary Health Behavior Health (PCBH), Military Sexual Trauma (MST), Women Health-Administration & Program Development, and Safing Center (Interpersonal Violence) programs. This interdisciplinary collaboration also provides an opportunity for the student to increase their breadth of knowledge about the physical and mental health care needs of female identified veterans in a variety of medical settings and families of various configurations including with and without young/adult children .

Practicum level training in Women's Health/Family Service is open to all applicants. However, the program prefers individuals who may have prior exposure, research, education or training with providing gender specific care for women, engaging in parenting education and services, and/or family consultation, treatment and interventions. Two positions are available each year.

Trainees will be required to engage in at least two of the following trainings: Brief Family Veteran Centered Consultation, Reproductive Health Specialist Certification, Skills Training in Affective and Interpersonal Regulation (STAIR), Conjoint Couples Therapy for PTSD and Strength at Home. In all activities, students work within an interdisciplinary team to help veterans achieve their recovery goals within their communities and/or their families.

In addition, this track offers unique elective training opportunities in social justice and humanitarian work with women and families in the civilian community.

Target Clinical Experiences

4 hours per week of individual, couples, and family psychotherapy within the Mental Health Clinic
4 hours per week of assessment, treatment, consultation, and/or program development in two of the four rotations listed above.

- One group psychotherapy session per week in either STAIR, Parenting Group and/or Pre/Post-Partum Anxiety Group.
- Two hours of individual psychotherapy supervision
- One hour of group supervision (with both postdoctoral residents)
- One interprofessional team meeting per week
- Biweekly MHC administration meeting
- Weekly seminars
- Weekly Family Supervision within the Reflection Team Model
- Training in modalities specific to Women's Health and Family Services

Additional activities:

- 1 hour providing consultation to staff across Women's Health, PCBH, MST, Safing Center & Family Services
- 2-3 hours of individual supervision/team meetings within the above rotations
- Didactic seminar series and optional trainings

Lowell Vet Center (LVC)

The psychology training program at the Lowell Vet Center is a component of the Veterans Health Administration's Readjustment Counseling Service, which employs a small licensed clinical staff of readjustment counselors from the disciplines of psychology, social work, and marriage and family therapy. The training program at the Lowell Vet Center operates as a local field site of professional training programs offered by the psychology and social work services of Edith Nourse Rogers Memorial VA Medical Center in Bedford, Massachusetts.

Vet Centers provide readjustment counseling and outreach services to:

- Veterans, active-duty service members, and National Guard and Reserve members who have:
 - Been deployed to any combat zone
 - Experienced military sexual trauma or harassment
 - Worked as UAV operators and in mortuary affairs
- Family members of Veterans, active-duty service members, and National Guard and Reserve members in the categories above
- Gold Star families (i.e., families of active-duty service members who have died)

Training at LVC emphasizes trauma recovery and community integration, including suicide prevention, substance abuse treatment, crisis management, consultation, health promotion, bereavement counseling, issues related to education, employment, and end of life, public education and training, and veteran advocacy.

Specific empirically supported treatments are offered, including Prolonged Exposure (PE), Cognitive Processing Therapy (CPT), Internal Family Systems (IFS), Eye Movement Desensitization and Reprocessing (EMDR), Emotionally Focused Therapy (EFT), and Acceptance and Commitment Therapy (ACT) alongside integral therapy. Time-limited and very long-term groups, workshops, and special community events are fixtures of the Vet Center model of care. The lead psychologist is responsible for the training program and provides individual supervision. Students collaborate closely with all staff and may co-facilitate groups with any clinical staff.

The Lowell Vet Center offers up to 2 part-time practicum training positions each academic year. Practicum students may include doctoral students in psychology and graduate students in social work. Non-traditional hours are available, including early mornings, evenings, and some weekend events. Wednesday mornings are required at the Lowell Vet Center and Thursday mornings are required at Bedford.

Training at the Lowell Vet Center involves joining a small, interdependent team and engaging in intensive clinical work and community-based program development. Flexibility, empathy, and maturity are essential qualities for success in this environment given the strong trauma-focused nature of Vet Center work.

Sample weekly training in the LVC:

- 4.5-6 hours of co-facilitated group counseling per week
- 3-4 hours of individual counseling per week
- 2 hours of individual supervision
- 3 hours staff meeting
- Weekly training seminars at Bedford
- Weekly empirically supported treatment group supervision at Bedford
- Optional outreach events (some evening and weekend hours)
- Optional seminars at Bedford (mindfulness training, grand rounds, and other special trainings)

Requirements for Completion

Students continue to be in good standing while on practicum training provided they can maintain acceptable levels of engagement in training-related activities and demonstrate acceptable levels of competence regarding their work, while demonstrating appropriate ethical and professional behaviors. Successful completion of the program involves the practicum student completing the necessary hours as required by their program in addition to achieving at least a satisfactory level of competency within the training areas relevant to the practicum position. In cases where there may be concerns regarding the student's level of functioning, the graduate program is directly involved in any possible remedial plan or intervention.

Facility and Training Resources

All practicum students are given shared offices with individual laptops and phones. The Psychotherapy, Women's Mental Health/Family Services, Psychosocial Rehabilitation, and Geropsychology students have offices within a large suite of offices, which also house all the full-time interns. This suite also has a conference area and a full kitchen. Practicum students training at the Vet Center in Lowell have their office in the Vet Center.

The administrative coordinator of Psychology and the training program administrative assistant provides program and clerical support to the psychology training program. Administrative and support staff throughout the medical center provide support to students working within particular areas.

The library service at Bedford, as a member of the VA library network and various biomedical library consortia, has access to the collections of major research, university, hospital and public libraries.

Administrative Policies and Procedures

Part-time practicum training consists of a twenty-four hour per week placement for the duration of ten months. The training year begins on the Thursday before Labor Day and ends the last Friday in June. Students typically train three days per week (typically with an 8:00-4:30 daily schedule), however, other schedules, including four shorter days, are also possible. The schedule is fairly flexible, allowing students to arrange a schedule that works best with their outside and school-related activities. However, as noted above, all students need to train on Thursdays, which is the day the training program presents all required didactics and other training activities.

Students are granted up to two weeks of vacation (but no more than one week within any four-week period), which can coincide with school vacations should the student wish. If a student typically works three days per week, then they may take the equivalent of two weeks (as six days of separate leave) at various points throughout the year. Students may also take reasonable sick leave, as needed. Practicum students are granted up to three federal holidays which coincide with their established tour of duty. For the sake of parity across all practicum students, if a student's schedule includes more than three holidays (typically this only pertains to students training on Mondays), they are expected to make up those additional holidays.

The training program maintains specific policies regarding grievance options and procedures, and other relevant policies related to the medical center and the training program specifically.

Trainees

The Psychology Training Program has been training practicum students for the past thirty years.

While practicum students tend to come from the surrounding universities and professional psychology programs, students are welcome from any APA-accredited graduate program in either clinical or counseling psychology. Some of the local schools from which students have come include:

- Suffolk University
- Clark University
- William James College
- Boston College
- University of Massachusetts, Amherst
- University of Massachusetts, Boston
- Antioch New England
- Northeastern University
- Boston University

Training Staff



Victoria Ameral, PhD

Doctoral Program:
Predoctoral Internship:

Postdoctoral Fellowship:

Clinical Research Psychologist, VISN 1 New England Mental Illness Research, Education, and Clinical Center (VISN 1 New England MIRECC)
Clinical Psychology (PhD), Clark University
Addictions & Co-occurring Disorders Track/Women's Trauma & Recovery Team, VA Boston HCS
Interprofessional Advanced Addiction Fellowship, VA Boston HCS

Dr. Ameral's research focuses on the development of recovery-oriented treatments for opioid use disorder, including Acceptance and Commitment Therapy approaches for supporting early recovery. She also conducts work evaluating addiction treatment outcomes in naturalistic settings and examining the role of co-occurring trauma in addiction recovery. A lifelong Massachusetts resident, she enjoys beach trips, hiking, snowshoeing, and learning about meteorology.

Richard Amodio, PhD

Doctoral Program:
Predoctoral Internship:
Postdoctoral Fellowship:

Director of Psychology Training; Clinical, Assistant Professor, Psychiatry, Boston University School of Medicine
Clinical Psychology (PhD), University of Cincinnati
VA Boston HCS
N/A

Dr. Amodio's specialties are in the areas of experiential and awareness-based psychotherapy, integrative psychotherapy, and integral perspectives on healing and human development. In his free time, he enjoys family activities, mountain biking with his son, and being in nature on wheels and foot.

Amy Bachand, PhD

Staff Psychologist and Primary Care Health Behavior Coordinator

Doctoral Program: Clinical Psychology (PhD), Louisiana State University
Predoctoral Internship: Medical Psychology, Boston Consortium in Clinical Psychology
Postdoctoral Fellowship: Research Fellow in Psychology Pain Management and Medical Informatics, VA Boston HCS

Dr. Bachand's clinical and research interests are in Behavioral Medicine, with specific interests in health promotion, weight management, diabetes management, pain management and stress management utilizing cognitive behavioral therapy and mindfulness-based techniques. When she is not chasing after her two young children, Amy enjoys photography, sports and being outside.

Kate Bartels, PsyD

Staff Psychologist, Veterans Integration to Academic Leadership (VITAL)

Doctoral Program: Clinical Psychology (PsyD), Women James College
Predoctoral Internship: Psychosocial Rehabilitation Track, VA Bedford HCS
Postdoctoral Fellowship: IPMH - Community Intervention, VA Bedford HCS

Dr. Bartels' clinical interests include dual diagnosis, anxiety, and interpersonal difficulties. She is a trained provider in Cognitive Behavioral Therapy for Insomnia. Dr. Bartels utilizes an integrative approach to treatment that incorporates Cognitive Behavioral Therapy, Motivational Interviewing, and Positive Psychology interventions. Outside of work, she enjoys spending time with her family and friends, playing volleyball, traveling, and watching true crime documentaries.

Joshua Berger, PhD

Staff Psychologist, Mental Health Clinic and Safing Center

Doctoral Program: Clinical Psychology (PhD), Clark University
Predoctoral Internship: VA Syracuse HCS
Postdoctoral Fellowship: Trauma Recovery Services, VA Providence HCS

Dr. Berger is a psychologist in the Mental Health Clinic and the Safing Center. He has previously conducted research on intimate partner violence, civilian readjustment following deployment, and on the psychology of men and masculinity. His clinical interests include trauma, depression, and anxiety disorders, in addition to relationship functioning and couples therapy. His approach to therapy incorporates a Veteran centered, recovery based, and interpersonally focused approach, incorporating mindfulness based and evidence-based practices. He has completed VA training in Acceptance and Commitment Therapy for Depression (ACT-D), Cognitive Processing Therapy (CPT), and Cognitive Behavioral Therapy for Insomnia (CBT-I). He is also a consultant for the national CBT-I training program. Outside of work, he enjoys spending time with friends and family, enjoying his soccer fandom, and exploring the wonders of New England.

Lisa Bloom-Charette, PhD, ABPP

Staff Psychologist and Clinical Gerontology Specialist, Community Living Centers; Clinical, Assistant Professor, Psychiatry, Boston University School of Medicine

Doctoral Program: Clinical Psychology (PhD), Nova Southeastern University
Predoctoral Internship: Inpatient/Mental Hygiene Tracks, Brockton VA, VA Boston HCS
Postdoctoral Fellowship: Arbour Geriatrics

Dr. Bloom-Charette is a staff geropsychologist in the Community Living Center and Geriatric Evaluation and Management Unit (GEM). She has been Board Certified in Geropsychology since 2017. She is also on the faculty at the Boston University School of Medicine. Her clinical and research interests include substance abuse in the elderly, effects of covid upon the CLC, , geropsychology training models, life review; and helping staff

deal with resident's difficult behaviors using STAR-VA. She is the co-editor of the book, *Enhancing the Quality of Life in Advanced Dementia*. She enjoys skiing, hiking, kayaking in the White Mountains where she manages an Airbnb.

Rachelle Calixte, PhD Recovery Services Manager for Peer Support and Mental Health Intensive Case Management (MHICM) Programs; Local Recovery Coordinator
 Doctoral Program: Clinical Psychology (PhD), American University
 Predoctoral Internship: Connecticut Valley Hospital – Whiting Forensic Institute and River Valley Services
 Postdoctoral Fellowship: Interprofessional Fellowship in Psychosocial Rehabilitation, VA Bedford HCS

Dr. Calixte is a clinical psychologist specializing in Veterans' recovery and community reintegration. As the Recovery Services Manager for the Peer Support and Mental Health Intensive Case Management (MHICM) programs, she values providing recovery-oriented services that target recovery in functioning. She also serves as the Local Recovery Coordinator and promotes program development and evidence-based interventions for Veterans with serious mental illness (SMI). She is a faculty member in the Psychosocial Rehabilitation (PSR) and Community Reintegration training programs. Her research and clinical interests include serious mental illness, multicultural frameworks, and reducing barriers to mental and physical health care. She is also an avid fan of all the Boston sport teams and she routinely schedules her year around playoffs.

Anna Cassel, PhD Staff psychologist, Primary Care Behavioral Health
 Doctoral Program: Clinical Psychology (PhD), University of Maine
 Predoctoral Internship: Health Psychology Track, VA Maryland Health Care System
 Postdoctoral Fellowship: Primary Care Behavioral Health, VA Bedford HCS

Dr. Cassel is supervisor in the Primary Care Behavioral Health program. She specializes in working with pain self-management, diabetes management, insomnia, and other chronic medical conditions. Her approach to therapy includes cognitive behavioral therapy, acceptance and commitment therapy, mindfulness, and biofeedback. Though her free time is often consumed with taking care of her young daughter, Dr. Cassel loves spending time with family & friends, kayaking, spending time outdoors, and traveling.

Gregory Dayton, PhD Staff Psychologist, Compensation & Pension Clinic
 Doctoral Program: California School of Professional Psychology-Fresno
 Predoctoral internship: University of Texas Health Science Center at Houston Medical School

Dr. Dayton is a staff psychologist conducting Compensation and Pension evaluations (i.e., disability exams) for mental health disorders including PTSD, anxiety, depression, and other conditions claimed to be related to service. Dr. Dayton has worked in the compensation and pension program most of his VA career, although his first VA job- and for nineteen years in the private sector before that- was as an outpatient therapist. Outside of work, he enjoys the outdoors, the arts, travel, and hanging out with his wife, a psychologist he met in graduate school over thirty years ago.

Kristen Dillon, PsyD, ABPP Staff Geropsychologist, Hospice & Palliative Care and Community Living Centers, VISN 1 Geriatric Mental Health Champion
 Doctoral Program: Clinical Psychology (PsyD), William James College
 Predoctoral Internship: Roger Williams University Consortium
 Postdoctoral Fellowship: Geropsychology, VA Bedford HCS

Dr. Dillon's research and clinical interests include anticipatory grief, ambiguous loss, caregiving, bereavement, existential concerns, and older adults with serious mental illness. She is also interested in the impact of death

and dying on Veterans and families, including family dynamics and PTSD. She was trained in Meaning Centered Psychotherapy through Memorial Sloan Kettering Cancer Center. She is board certified in Geropsychology through the American Board of Professional Psychology and the VISN 1 Geriatric Mental Health Champion. In her spare time, Dr. Dillon enjoys spending time with her husband and two daughters, singing, playing the guitar and being around people who make her laugh. She also enjoys hiking and is currently a few hikes away from completing all of NH's 48 mountains over 4000 feet; Learn more about Dr. Dillon's professional interests and about Geropsychology on Instagram [@goldengeropsychgirls](#) and Twitter [@DrDillon_Gero](#)

Patricia Elisnord-Ehiabhi, PsyD Staff Psychologist, Domiciliary Program

Doctoral Program: Clinical Psychology (PsyD), Springfield College
 Predoctoral Internship: Friends Hospital
 Postdoctoral Fellowship: Addictions and Recovery Track VA Bedford HCS

Dr. Patricia Elisnord-Ehiabhi training focuses on diversity, social justice, and addiction recovery. Her clinical experiences include individual and group work with culturally diverse youth, college students, and adults and inpatient and outpatient settings. Her primary research interest examines racial microaggressions and academic setting. Outside of work, she enjoys spending time with her friends and family, traveling, watching Sci-fi movies, camping, and fellowshiping with her church family.

Tracey Gagnon, PhD Staff Psychologist, Pain Section and Primary Care Behavioral Health
 Program Director, Interdisciplinary Pain Outpatient Program
 Technical Assistant, Center for Integrated Healthcare

Doctoral Program: Clinical Psychology (PhD), University of Kentucky
 Predoctoral Internship: VA Northern California HCS
 Postdoctoral Fellowship: Primary Care Behavioral Health, VA Bedford HCS

Dr. Gagnon is a supervisor in the Primary Care Behavioral Health and Addiction training tracks. Her clinical and research interests are in Integrative and Behavioral Medicine with a specialty in the treatment of chronic pain conditions. Her approach to treatment is integrative, incorporating Cognitive Behavioral Therapy, Acceptance and Commitment Therapy, Motivational Interviewing, and Biofeedback. Outside of work, she enjoys spending time with her husband and two sons, catching a show at the Boston Opera House, and practicing yoga.

Stephen L. Gresham, PhD Director of DEI; Co-Associate Director of Psychology Training; LGBT Special
 Emphasis Program Manager; LGBTQ+ Veteran Care Coordinator
 Doctoral Program: Counseling Psychology (PhD), University of Wisconsin
 Predoctoral Internship: Albany Psychology Internship Consortium
 Postdoctoral Fellowship: IPMH – Administration & Training, VA Bedford HCS

Dr. Gresham's clinical interests include working with trauma, sexual orientation and gender identity concerns, as well as mood and anxiety disorders from an integrated perspective. Dr. Gresham is interested in multicultural programming and training, increasing the quality and availability of services to underserved and marginalized populations, and improving the availability of culturally informed providers. Dr. Gresham has a special interest in working with Black/African-American as well as LGBTQ clients. [Learn more about Dr. Gresham's insights on the intersections between yoga, mental health, and antiracism here.](#)

Shehzad Jooma, PsyD

Staff Psychologist, Mental Health Clinic

Doctoral Program: Clinical Psychology (PsyD), Baylor University
Predoctoral Internship: Outpatient Psychotherapy Track, VA Bedford HCS
Postdoctoral Fellowship: IPMH – Administration & Training, VA Bedford HCS

Dr. Jooma's research interests center on the psychology of men and masculinity. His clinical interests include trauma, mood disorders, grief and loss, and various forms of anxiety disorders (including PTSD, OCD, and phobias), using interpersonal and emotion-focused frameworks as well as evidence-based treatment models. He is formally trained in Prolonged Exposure, Cognitive Processing therapy, Integrative Behavioral Couples Therapy, and Acceptance and Commitment Therapy for Depression. His clinical background also includes work with children and adolescents. Outside of the VA, he consults with an organization that delivers social services and culturally sensitive support to Muslims in the United States and has recently consulted with international organizations to identify and implement clinical interventions for children and parents in war-torn countries. Interests old and new include chasing around his 1-year-old daughter, yard-saling, instantpotting, and various outdoor activities.

Chivi Kapungu, PhD

Staff Psychologist, Mental Health Clinic; Senior Lecturer, M.I.T.
Departments of Women and Gender Studies and Brain Cognitive Sciences
Doctoral Program: Clinical Psychology (PhD), University of Massachusetts, Boston
Predoctoral Internship: Beth Israel Medical Center (Manhattan, NY)
Postdoctoral Fellowship: Interprofessional Fellowship in Psychosocial Rehabilitation, VA Bedford HCS

Dr. Kapungu currently supervises the Supportive Education for Returning Veterans programs which provides consultation to Historically Black Colleges. She also collaborates with VITAL, a program which provides outreach and support for veterans attending local colleges. Her clinical and research interests include cross-cultural sequelae and recovery from traumatic exposure in humanitarian conflict settings. Adventure travel is a passion, with Vietnam, Bali, Greece, and Zimbabwe (home) being the most memorable and life changing places to visit.

Megan Kelly, PhD

Co-Director and Bedford Site Director, VISN 1 New England Mental Illness Research, Education, and Clinical Center (VISN 1 New England MIRECC); Associate Professor of Psychiatry, University of Massachusetts Medical School
Doctoral Program: Clinical Psychology (PhD), University at Albany, State University of New York
Predoctoral Internship: Greater Hartford Clinical Psychology Internship Consortium
Postdoctoral Fellowship: Clinical Research Fellowship, Mood Disorders Research Program, Alpert Medical School of Brown University

Dr. Kelly's current research involves VA- and NIH-funded studies of novel psychosocial and mHealth tobacco cessation interventions for Veterans with mental health disorders. Dr. Kelly is also involved in the research and implementation of organizational change interventions for addressing tobacco use in mental health settings. In addition, Dr. Kelly's research focuses on the development of innovative treatments to improve the community reintegration of Veterans with mental health disorders.

Malissa Kraft, PsyD, ABPP-CN Clinical Neuropsychologist

Doctoral Program: Clinical Psychology (PsyD), Wheaton College
Predoctoral Internship: Neuropsychology Track, VA Bedford HCS
Postdoctoral Fellowship: Neuropsychology/Geropsychology Track, VA Boston HCS

Dr. Kraft oversees inpatient neuropsychology services throughout the hospital. She co-leads a Decision-Making Capacity clinic. She also oversees a tele-neuropsychology clinic serving geriatric veterans throughout New Hampshire and Vermont. Dr. Kraft's clinical and research interests include geriatric neuropsychology and integrating telehealth technology into providing ongoing care for aging veterans with dementia. In her free time, she enjoys being with her family and spending time outdoors as much as possible—hiking, running, gardening, and beekeeping.

Stacey Larson, PsyD, JD Staff Psychologist, Compensation & Pension Program

Doctoral Program: Clinical/Forensic Focus (PsyD), Widener University – Institute for Graduate Clinical Psychology; Widener University – Delaware Law School (JD)
Predoctoral Internship: Keystone Center (Chester, PA); Intake and Assessment Unit, Delaware Department of Child Mental Health,
Postdoctoral Fellowship: N/A

Dr. Larson is a staff psychologist providing Compensation and Pension (disability benefits) evaluations with military veterans when veterans claim mental disorders related to their military service. Mental health claims frequently evaluated include PTSD, depression, anxiety, insomnia, and cognitive and psychological sequelae of traumatic brain injury. She is also interested in the intersection of law and psychology (HIPAA, informed consent, competency), ethical issues, and risk assessment.

Jonathan Lee, PhD Staff Psychologist and Clinical Lead, Tobacco Cessation Program

Doctoral Program: Clinical Psychology (PhD), Suffolk University
Predoctoral Internship: Los Angeles Ambulatory Care Center, VA Greater Los Angeles HCS
Postdoctoral Fellowship: Clinical Research Fellow, Dr. John JB Morgan Foundation, Family Institute/Northwestern University

Dr. Lee is a staff psychologist and Clinical Lead for Bedford's Tobacco Cessation Program. His background is in cognitive Behavioral therapy with emphasis on mindfulness and acceptance-based principles. His clinical and research interests are in understanding tobacco use and cessation, transdiagnostic processes, and mechanisms of treatment. He also has a growing interest in bread baking and enjoys baking artisanal breads.

Melanie Manning, PsyD Staff Psychologist, Mental Health Clinic

Doctoral Program: Clinical Psychology (PsyD), Antioch University New England
Predoctoral Internship: Outpatient Psychotherapy Track, VA Bedford HCS
Postdoctoral Fellowship: IPMH – Administration & Training, VA Bedford HCS

Dr. Manning is a staff psychologist in the Mental Health Clinic. She has also worked in community based mental health and college counseling. Her clinical interests include treatment of trauma, substance use, depression, and interpersonal difficulties. She is formally trained in Cognitive Processing Therapy, Cognitive Behavioral Therapy for Substance Use Disorders and Cognitive Behavioral Therapy for Depression. Dr. Manning's approach to treatment includes Cognitive Behavioral Therapy combined with Family Systems Therapy. Outside of work, she enjoys spending time with her husband and dog, eating Italian food, and

catching up on true crime documentaries.

Lisa Mueller, PhD, CPRP	Clinical Director, Compensated Work Therapy Program; Investigator, VISN 1 New England Mental Illness Research, Education, and Clinical Center (VISN 1 New England MIRECC)
Doctoral Program:	Counseling Psychology (PhD), Fordham University
Predoctoral Internship:	Psychosocial Rehabilitation Track, VA Bedford HCS
Postdoctoral Fellowship:	N/A

Dr. Mueller is the Clinical Director of the Compensated Work Therapy Program and a researcher for the New England Mental Illness Research, Education, and Clinical Center (MIRECC). Her clinical and research interests include psychosocial rehabilitation (specifically vocational rehabilitation) for veterans with dual diagnoses and serious mental illness, in addition to systems change and multicultural awareness, knowledge, and skills.

Tu Anh Ngo, PhD, MPH	Director of Integrative Pain Management; Chair, VISN 1 Pain Council; Acting Clinical Director, Whole Health Program
Doctoral Program:	Clinical – Health Psychology (PhD), University of Rhode Island
Predoctoral Internship:	Behavioral Medicine/Integrated Primary Care, University of Massachusetts Memorial Medical Center
Postdoctoral Fellowship:	Behavioral Medicine, Cambridge Health Alliance; Pain Medicine, Spaulding Rehabilitation/MGH; Mental Health Clinic/Primary Care Behavioral Health, VA Bedford HCS

Dr. Ngo is the Director of Integrative Pain Management at Bedford and the Chair for the VISN Pain Council. She is a health psychologist with a specialty in chronic pain and integrated primary care. She has an integrative clinical approach, particularly in mindfulness-based therapies, CBT, and biofeedback for the treatment of chronic disease and health behaviors. She also has interests in complementary and integrative health and is currently the Acting Clinical Director overseeing the implementation of Whole Health at Bedford.

Maureen K. O'Connor, PsyD, ABPP-CN	Director of Neuropsychology Service; Associate Professor, Department of Neurology, Boston University School of Medicine; Assistant Director, Boston University Alzheimer's Disease Education Core; Investigator, The Center for Translational Cognitive Neuroscience
Doctoral Program:	Clinical Psychology (PsyD), Indiana University of Pennsylvania
Predoctoral Internship:	Neuropsychology Track, Department of Psychology, Yale University School of Medicine
Postdoctoral Fellowship:	New York Presbyterian Hospital and Memorial Sloan-Kettering Cancer Center, Cornell Weil Medical College

Dr. O'Connor is the Director of the Neuropsychology Service at the VA Bedford HCS. She is an Associate Professor at Boston University School of Medicine in the Department of Neurology and Assistant Director of the Boston University Alzheimer's Disease Center Education Core. She is also an investigator in The Center for Translational Cognitive Neuroscience. Dr. O'Connor serves as the lead neuropsychologist for the Memory Diagnostic Clinic, a multidisciplinary team clinic focused on evaluation of older adult veterans. Dr. O'Connor's funded research is focused on the development of treatment interventions designed to improve daily living and well-being in aging individuals with and without neurocognitive disorders and their family members

Andrew Peckham, PhD	Clinical Psychologist, Compensated Work Therapy Program, Suicide Prevention Team, and Community Recovery Connections Team; Co-Director, Interprofessional Fellowship in Psychosocial Rehabilitation; Investigator, VISN 1 New England Mental Illness Research, Education, and Clinical Center (VISN 1 New England MIRECC)
----------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Doctoral Program:	Clinical Science (PhD), University of California, Berkeley
Predoctoral Internship:	McLean Hospital/Harvard Medical School (Adult Track)
Postdoctoral Fellowship:	McLean Hospital, Behavioral Health Partial Hospital Program & NIH NRSA Fellowship

Dr. Peckham is a clinical psychologist providing evidence-based, recovery-oriented treatment primarily within the Compensated Work Therapy program. As a member of the Suicide Prevention team, he provides clinical services to Veterans at risk for suicide as well as conducting training and education about suicide prevention to Veterans, staff, and community members. Through the Peer Services program, Dr. Peckham also works with the Community Recovery Connections Team. He is the Co-Director of the Interprofessional Fellowship in Psychosocial Rehabilitation and supervises students in the delivery of recovery-oriented care for Veterans with serious mental illness. Dr. Peckham's clinical and research interests include psychosocial treatments for bipolar disorder, transdiagnostic interventions for impulsive behavior, and treatment of behavioral addictions. Outside of work, he is usually chasing his energetic toddler or reading nonfiction books about space.

Maura E. Pellowe, PhD	Chief, Psychology Service; Local Evidence-Based Psychotherapy Coordinator
Doctoral Program:	Clinical Psychology (PhD), University of Wyoming
Predoctoral Internship:	White River Junction VA Medical Center
Postdoctoral Fellowship:	N/A

Dr. Pellowe is the Chief of Psychology. She also serves as the facility Evidence Based Psychotherapy Coordinator. Her interests include assessment, diagnosis, and evidence-based treatments of PTSD. She is a VA National Consultant for Prolonged Exposure therapy and provides clinical supervision to VA clinicians around the country. She also provides Cognitive Processing Therapy for PTSD and Cognitive Behavioral Therapy for Insomnia, among other psychotherapies.

Lisa Richards, PsyD	Staff Psychologist, Compensation & Pension Program
Doctoral Program:	Clinical Psychology (PsyD), University of Denver School of Professional Psychology
Predoctoral Internship:	Rocky Mountain Regional VA Medical Center
Postdoctoral Fellowship:	N/A

Dr. Richards is a staff psychologist providing Compensation and Pension disability examinations in the service-connection process for veterans. Compensation evaluations involve providing examinations that consider all types of mental health disorders within the framework of disability claims. Mental health claims frequently evaluated include PTSD, depression, anxiety, insomnia, and cognitive and psychological sequelae of traumatic brain injury. Her passions include exploring the wonder of New England with her husband and dogs, gardening, and humor writing (The Woman Who Is Always Tan and Has A Flat Stomach and Other Annoying People).

Garret Sacco, PhD	Staff Psychologist, Mental Health Clinic; Co-Director of the Behavioral Addictions Program; Co-Chair of the Disruptive Behavior Committee
Doctoral Program:	Clinical Science (PhD), University of Delaware
Predoctoral Internship:	Primary Care Behavioral Health Track, VA Bedford HCS
Postdoctoral Fellowship:	IPMH - Community Intervention, VA Bedford HCS

Dr. Sacco is a staff psychologist in the Mental Health Clinic (MHC). He has also worked in community based mental health, psycho-oncology, college counseling, primary care behavioral health, and behavioral addiction clinics. His clinical interests include treatment of depression, anxiety, and trauma. Dr. Sacco is trained in a variety of treatments which address mood disorders, anxiety, insomnia, borderline personality disorder, chronic

pain, and behavioral addictions. Dr. Sacco's approach to treatment includes cognitive behavioral, exposure-, and acceptance-based therapies. He serves as a supervisor in the MHC and behavioral addictions clinic and a facilitator of the year-long CBT-I training seminar. Outside of work, he enjoys spending time with his family, listening to and playing music, and watching movies. He is always looking for travel recommendations.

Jasbir Sandhu, PsyD

Doctoral Program: Clinical Psychology (PsyD), William James College
Predoctoral Internship: Kansas City VAMC
Postdoctoral Fellowship: Phoenix VAHCS

Dr. Sandhu is a staff psychologist in the Mental Health Clinic. He provides individual, and group psychotherapy. Clinically his areas of interest include anxiety related disorders, trauma, and existential dread. He practices from an integrative perspective, primarily utilizing third-wave cognitive behavioral therapies, augmented with strength-based approaches. He is part of the Dialectical Behavior Therapy (DBT) team and co-facilitates the DBT group. He additionally has interest areas in program and process development projects. When not at work he can usually be found exploring the outdoors with his four-legged adventure buddy Ophelia. He has a great fondness for all things homemade, most recently seltzer.

Eli Spector, PsyD	Staff psychologist, Mental Health Clinic
Doctoral Program:	Massachusetts School of Professional Psychology (William James College)
Predoctoral Internship:	Walter Reed National Military Medical Center, US Army
Postdoctoral Residency:	Walter Reed National Military Medical Center, US Army

Dr. Spector is a psychologist in the Mental Health Clinic. His approach to therapy includes Cognitive Behavioral Therapy, and Evidence Based Psychotherapy for PTSD. While on active duty in the US Army he was trained in CPT, PE, and EMDR. He currently is a Behavioral Health Officer in the Massachusetts Army National Guard. In his free time, he enjoys spending time with his family.

Brian Stevenson, PhD	Clinical Research Psychologist, VISN 1 New England Mental Illness Research, Education, and Clinical Center (VISN 1 New England MIRECC); Psychology Co-chair, Interprofessional Fellowship in Psychosocial Rehabilitation; Assistant Professor of Psychiatry, Boston University School of Medicine; Adjunct Instructor of Counseling Psychology, Boston College
Doctoral Program:	Counseling Psychology Emphasis (PhD), Counseling, Clinical, and School Psychology Program, University of California, Santa Barbara
Predoctoral Internship:	Psychosocial Rehabilitation Track, VA Bedford HCS
Postdoctoral Fellowship:	N/A

Dr. Stevenson is a clinical research psychologist for the VISN 1 New England Mental Illness Research, Education, and Clinical Center (VISN 1 New England MIRECC) as well as psychology co-chair for the Psychosocial Rehabilitation (PSR) Fellowship. [His clinical and research work](#) focuses on improving vocational outcomes of Veterans with psychiatric disorders by improving and developing vocational counseling interventions. He provides clinical services through the Program for Outpatient Wellness, Engagement, and Recovery (POWER), as well as the Vocational Evaluation Center (VEC). He is Assistant Professor of Psychiatry for Boston University School of Medicine as well as an Adjunct Instructor of Counseling Psychology for Boston College. Outside of work, he enjoys drawing/graphic design, film editing, watching documentaries, and spending time outdoors with his two rambunctious sons.

Sara K. Sullivan, PhD Clinical Neuropsychologist, Neuropsychology Service

Doctoral Program: Clinical Psychology (PhD), Binghamton University
Predoctoral Internship: Neuropsychology Track, Center Central Arkansas Veterans HCS
Postdoctoral Fellowship: Neuropsychology, VA Bedford HCS

Dr. Sullivan is a clinical neuropsychologist working within the Neuropsychology Service. In addition to providing services in the general outpatient neuropsychology clinic and inpatient units on campus, she works closely with the Polytrauma/TBI Interdisciplinary Team, a multidisciplinary team that screens returning veterans for traumatic brain injury. Her clinical and research interests include neuropsychological functioning in TBI and various neurological/neuropsychiatric conditions, cognitive processes affected by emotions and modifiable lifestyle factors, and the effects of symptom attribution on functional abilities.

Lisa Taylor, PsyD Clinical Psychologist, Home-Based Primary Care and Community Living Centers
Doctoral Program: Clinical Psychology (PsyD), Nova Southeastern University
Predoctoral Internship: Geropsychology Track, VA Northeast Ohio HCS (Louis Stokes/Cleveland VA Medical Center)
Postdoctoral Fellowship: Geropsychology, VA Bedford HCS

Dr. Taylor is a clinical psychologist in Home-Based Primary Care (HBPC), and the Community Living Centers (CLC) which includes three Dementia Care Units (DCU) and a Geriatric Psychiatric Unit (GPU). Her clinical interests include Geropsychology, behavioral health, working on interdisciplinary teams, and utilizing evidence-based treatments including STAR-VA. She liked unicorns before they were cool and enjoys spending time with her daughter and rescue dog.

Roni Tevet, PhD Staff Psychologist, Mental Health Clinic; Co-Associate Director of Psychology Training
Doctoral Program: Clinical Psychology (PhD), Suffolk University
Predoctoral Internship: Addictions Track, VA Bedford HCS
Postdoctoral Fellowship: IPMH - Interprofessional Education & Program Development, VA Bedford HCS

Dr. Tevet is a staff clinical psychologist in the Mental Health Clinic part of the Veterans Integration to Academic Leadership (VITAL) team working with students Veteran. She provides individual, couples, and group psychotherapy, drawing from an integrative perspective, using CBT and humanistic approaches. Her clinical interests focused on working with Veterans who struggle with the impact of trauma, depression, anxiety, interpersonal difficulties, and substance use. She is interested in helping Veterans identify and achieve their goals using their strengths. Dr. Tevet is part of the Dialectical Behavior Therapy (DBT) team and co-facilitates the DBT group. Outside of work, she enjoys spending time with her family outdoors as much as possible, reading, and art and traveling.

Amanda Hanrahan Veith, PhD Staff Psychologist, Acute Inpatient Psychology Unit

Doctoral Program: Clinical Psychology (PhD), Duke University
Predoctoral Internship: Georgetown University Child Development Center
Postdoctoral Fellowship: Counseling Services of Katy

Dr. Veith is a staff psychologist on the acute inpatient psychology unit with specialty areas in group and individual. Her interests include cognitive behavior therapy, positive psychology, motivational interviewing, PTSD, suicidology, whole health, and program development. She has experience working in acute inpatient settings, residential treatment settings, and outpatient clinic settings. She enjoys creative writing, theater, and the ocean.

Matthew Wachen, PhD

Staff Psychologist, Home-Based Primary Care

Doctoral Program: Clinical Psychology (PhD), University of Connecticut
Predoctoral Internship: Greater Hartford Clinical Psychology Internship Consortium
Postdoctoral Fellowship: Primary Care Behavioral Health, VA Bedford HCS

Dr. Wachen is a staff psychologist in Home-Based Primary Care. His interests include Geropsychology, the integration of mental health and primary care, and the management of chronic disease and maladaptive behaviors with cognitive behavioral therapy and mindfulness-based techniques. He has somehow remained devoted to the Baltimore Orioles.

Sedale Williams, PsyD

Staff Psychologist, Mental Health Clinic

Doctoral Program: Counseling Psychology (PsyD), Springfield College
Predoctoral Internship: Counseling & Psychological Services, Stanford University
Postdoctoral Fellowship: IPMH - Interprofessional Education & Program Development, VA Bedford HCS

Dr. Williams is a counseling psychologist who graduated from Springfield College in December 2020. He completed his Pre-Doctoral Internship at Stanford University Counseling & Psychological Services (CAPS) where he provided individual therapy, group therapy, and outreach for undergraduate and graduate students. He also has a BA in psychology from Westfield State University and an MSW from the University of Connecticut. Dr. Williams completed his Postdoctoral Resident at Edith Nourse Rogers Memorial Veterans Hospital in Bedford, Massachusetts in 2021 where he was on the Interprofessional Mental Health -- Education & Program Development track.



Local Information

The Medical Center is located in Bedford, MA, a town of 14,000 that retains the charm of a quiet New England town, although its expansion over the years marks it clearly as a suburb of Boston some twenty miles to the southeast. Bordered by Concord to the west and Lexington to the south, Bedford lies within earshot of the “shot heard ‘round the world” that initiated the American Revolution (www.lexingtonchamber.org) The Minuteman National Historical Park offers historical tours and events, as well as eleven miles of trail for biking, running, or walking.



Heading south from Bedford, metro-Boston and surrounding cities, such as Cambridge and Somerville are a close and commutable fifteen to twenty mile drive. Boston is one of America's oldest cities (founded in 1630) and retains its cozy European charm (www.bostonusa.com; www.boston-online.com). Like any big city, Boston offers an array of cultural events and opportunities, such as large theater productions, smaller independent theater, annual film festivals, and music venues both large and small. Cambridge and Somerville are smaller cities surrounding Boston and offer a myriad of restaurants, theaters, and music venues. The famed Charles River, which runs through Cambridge, offers opportunities for rowing and miles of trails for running, and serves as the backdrop for many area festivals. Harvard Square, one of the most well-known areas of Cambridge, and home to Harvard University, is renowned for its bookshops, coffeehouses, music, festivals, and street theater. Harvard University and Cambridge Center for Adult Education offer an impressive array of continuing education courses. MIT, Boston University, Boston College and Tufts are other major schools that make the Boston/Cambridge area a world center for higher education. The Boston area is also known for its world class hospitals including Mass General, Mass Eye and Ear, Beth Israel, Brigham and Women's, Dana Farber Institute, Children's, and McLean. Various lectures and educational opportunities are available through area academic centers and teaching hospitals.



Heading two hours north from Bedford one finds the White Mountains of New Hampshire, and the Green Mountains of Vermont, with some of the finest hiking, climbing, and skiing in the Northeast. Cape Cod's expansive beaches lie two hours to the south and Martha's Vineyard and Nantucket Islands are accessible by ferry from the Cape. Other beautiful ocean beaches are less than an hour from Bedford. Walden Pond (actually a small lake), where Thoreau lived and swam, is just fifteen minutes from the hospital and is perhaps the prettiest of the local fresh water swimming options. Stockbridge, the home of both Alice's Restaurant and the Austen Riggs Center,

is in the southern Berkshire Mountains two hours to the west. The natural beauty and artistic offerings (music at Tanglewood, dance at Jacob's Pillow and several first rate summer theaters) of the Berkshires are among the reasons many urbanites establish this as their second home.